

### Dispositions: Engagement in Academic Work, Clinical Settings, and the Learning Process

Directions for Course Instructors: Using this form as a guide, indicate on the short form whether or not students have met each competency below.

<p><b>Knowledge</b> Teacher Candidate is: <i>knowledgeable</i> <i>well-informed</i> <i>industrious</i></p>	<p>Standard 1: Actively pursues pedagogical and content knowledge</p> <ul style="list-style-type: none"> <li>• imbeds content and pedagogical knowledge in all work</li> <li>• initiates research when content and/or pedagogical knowledge is insufficient</li> </ul>
<p><b>Professionalism</b> Teacher Candidate is: <i>flexible</i> <i>creative</i> <i>resourceful</i> <i>collaborative</i> <i>responsible</i> <i>humane</i> <i>tolerant</i> <i>fair</i> <i>autonomous</i> <i>industrious</i> <i>punctual</i> <i>disciplined</i> <i>organized</i> <i>dependable</i> <i>respectful</i> <i>articulate</i></p>	<p>Standard 2: Adheres to Professional Standards of Behavior</p> <ul style="list-style-type: none"> <li>• maintains confidentiality</li> <li>• uses professional language to discuss students, peers, and teachers</li> <li>• demonstrates poise, maturity, and emotional stability</li> <li>• utilizes appropriate language patterns</li> <li>• observes copyright laws and policies</li> <li>• maintains appropriate personal hygiene</li> </ul>
	<p>Standard 3: Manages Time, Resources, Materials, and Assignments Efficiently and Effectively</p> <ul style="list-style-type: none"> <li>• arrives prepared and on time</li> <li>• turns in assignments when due</li> <li>• follows directions</li> <li>• shows initiative</li> <li>• can multi-task (e.g., attend to multiple stimuli simultaneously)</li> </ul>
	<p>Standard 4: Strives for quality and completeness</p> <ul style="list-style-type: none"> <li>• produces work that is complete, accurate, and thoughtful</li> <li>• produces work that indicates engagement in course content and process</li> <li>• shows originality</li> <li>• uses correct spelling, grammar, and syntax</li> </ul>
	<p>Standard 5: Contributes to Group Work and Respects Others (in class)</p> <ul style="list-style-type: none"> <li>• makes significant contributions to group processes (whole class and/or small group situations)</li> <li>• facilitates rather than impedes class and group goals</li> <li>• is involved in class discussions</li> <li>• respects the opinions and contributions of others</li> </ul>
	<p>Standard 6: Contributes to Group Work and Respects Others (outside of class)</p> <ul style="list-style-type: none"> <li>• makes significant contributions to group processes</li> <li>• facilitates rather than impedes group goals</li> <li>• contributes his/her fair share</li> <li>• respects the opinions and contributions of others</li> <li>• <i>(score on this indicator based on group members' assessments of group functioning)</i></li> </ul>
	<p>Standard 7: Exhibits Professionalism in School Settings</p> <ul style="list-style-type: none"> <li>• makes contact early and appropriately</li> <li>• is clear about the nature of assignments and communicates this to co-op</li> <li>• works collaboratively and appropriately with members of the school community</li> <li>• is dependable; shows up on time and prepared; adheres to schedule as set out with co-op; calls if circumstances dictate missing a clinical</li> <li>• dresses appropriately</li> <li>• follows through with assignments</li> <li>• follows school policies</li> <li>• returns borrowed materials promptly and in good condition</li> </ul>
	<p>Standard 8: Flexibility</p> <ul style="list-style-type: none"> <li>• adapts willingly to changes in schedules, requirements, etc.</li> <li>• is able to develop appropriate alternate plans when the situation calls for it</li> </ul>

	<p>Standard 9: Interacts Appropriately with Students</p> <ul style="list-style-type: none"> <li>• serves as an appropriate role model; maintains appropriate relationships with students</li> <li>• expresses appreciation for differences</li> <li>• takes care to avoid allowing personal bias to impact interaction/instruction</li> <li>• shows respect for students</li> </ul>
<p><b>Inquiry</b> Teacher Candidate is: <i>curious</i> <i>interested</i> <i>reflective</i> <i>deliberate</i> <i>responsive</i> <i>realistic</i> <i>determined</i> <i>disciplined</i></p>	<p>Standard 10: Reflects on Teaching and Learning</p> <ul style="list-style-type: none"> <li>• wonders, speculates, questions</li> <li>• actively, persistently, and carefully thinks about teaching, before, during, and after lesson implementation</li> <li>• uses evaluation and assessment to guide instruction</li> </ul>
	<p>Standard 11: Considers and Utilizes Feedback</p> <ul style="list-style-type: none"> <li>• actively attempts to implement modifications/suggestions</li> <li>• shows improvement when given feedback</li> <li>• responds positively to constructive criticism</li> </ul>
	<p>Standard 12: Takes Responsibility for His/Her Behavior and Learning and Seeks Help When Needed</p> <ul style="list-style-type: none"> <li>• seeks opportunities for professional growth</li> <li>• does not blame others or the situation for shortcomings</li> <li>• recognizes own personal strengths and weaknesses</li> <li>• takes initiative for learning (e.g., visits the Writing Center; raises questions at appropriate times, seeks help and consultation when needed)</li> </ul>

With permission, substantial portions of this document are adaptations of the *Policies and Procedures for Monitoring the Progress of Teacher Candidates*, Elon University Teacher Education Program.